

**PSY 101 – Introductory Psychology**  
Winter, 2018

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**Office Hours:** MWF 3-4 p.m., and by appointment

**Section 04      MWF 12-12:50    114 LMH**

**Text Required:** Feldman, R.S., (2017). Understanding Psychology (13th ed.). McGraw-Hill.

**Course Description and Objectives:** This course is designed to provide a broad overview of psychology, the scientific study of human behavior. As you will see, the field is a broad one, covering many areas of behavior: biological, the brain and nervous system, perception, development, learning and memory, cognition, intelligence, motivation, emotions, personality, social behavior, psychological disorders, and therapy. We will be examining some of the current knowledge in these areas of study. In doing so, we will examine the scientific research methodologies used to gather this knowledge. There will be discussion of the basic concepts and principles, along with the psychological theories psychologists use to integrate and understand the information they have gathered. It will also be important to see the application of this knowledge to one's everyday life and experiences. In essence, you will see what it is that psychologists do; how they think and act, how they use scientific principles of inquiry, ethical reasoning, a healthy skepticism, and critical thinking (and how they enjoy what they are doing and have fun doing it).

**Exams:** Exam 1    Fri., Feb. 2  
              Exam 2    Mon., Feb. 26  
              Exam 3    Mon., March 26  
              Exam 4    Fri., April 13  
              Final Exam (Exam 5) Wed., April 25, 2-3:50 p.m.

Each exam will consist of multiple choice questions. Each exam will be worth 100 points (regardless of the number of questions). Exams 1-4 will cover only material presented since the previous exam (both text and class material). The final exam (exam 5) will be cumulative, covering information from the entire course.

**Attendance & Exam Policy:** You are expected to be in class and are responsible for everything that goes on in class. Should you miss class for any reason, it is your responsibility to find out what went on in class. You are also expected to take exams on days scheduled. If you should have a legitimate reason for missing an exam, you are expected to let me know before the exam (call/email and leave message), so a make-up exam can be arranged (in most cases, plan on taking make-ups immediately before the next class, if possible). I reserve the right to refuse to let you make up an exam if you do not contact me prior to the exam you miss, I do not feel your excuse is acceptable, or you repeatedly miss scheduled exams.

**Enrichment Activities Assignment:** Students are required to participate in four research-related activities to acquaint them with the nature and variety of these experiences in psychology. A more detailed description is given later in this syllabus. Completion of each activity is worth 10 points. Thus, completing the four required activities = 40 points total. **Wed. April 18 is the final day written summaries of journal articles (option 2) will be accepted. No exceptions.**

**Grades:** Final grades will be based on the total points you have accumulated for the entire course divided by the total possible points for the course (540), times 100 (thus converted to a % final grade). This means I will calculate the total of your five exam scores plus the enrichment activity assignment score, divide that total by 540, and multiply that by 100 to get your final grade. Grades will be assigned according to the following distribution:

A = 93-100%	B+= 87-89.9%	C+= 77-79.9%	D+= 67-69.9%
A- = 90-92.9%	B = 83-86.9%	C = 73-76.9%	D = 60-66.9%
	B- = 80-82.9%	C- = 70-72.9%	F = 0-59.9%

**Extra Credit-** There will be no opportunities for extra credit, so it is extremely important to put your maximum effort into your required work.

DATE-week of	COURSE OUTLINE	READINGS
Jan. 8-12	Introduction, The Science of Psychology	Chpts. 1,2,3,4,5
Jan. 15	<b><u>Mon.-No Class- MLK Day</u></b>	
Jan. 16-19	Methods of Psychological Research	
Jan. 22-26	Brain & Nervous System, Sensation & Perception	
Jan. 29-31	Perception, Sleep/Dreams	
<b>Feb. 2</b>	<b><u>FRI.-EXAM 1 – Chapters 1,2,3,4,5</u></b>	
Feb. 5-9	Learning	Chpts. 6,7,8,9
Feb. 12-16	Memory	
Feb. 19-23	Cognition, Language, Intelligence	
<b>Feb. 26</b>	<b><u>MON.-EXAM 2 – Chapters 6,7,8,9</u></b>	
Feb 28-March 2	Motivation	Chpts. 10,11,12
March 5-9	<b>SPRING BREAK</b>	
March 12-16	Motivation, Emotions, Gender and Sex	
March 19-23	Development Across the Lifespan	
<b>March 26</b>	<b><u>MON.-EXAM 3 – Chapters 10,11,12</u></b>	
March 28-30	Personality, Stress & Coping	Chpts. 13,14,15,17 (note: not 16)
April 4-6	Abnormal Behavior, Social Psychology	
April 9-11	Social Psychology	
<b>April 13</b>	<b><u>FRI.-EXAM 4 – Chapters 13,14,15,17</u></b>	
April 16-20	Summary, Conclusion, Review for Cumulative Final Exam	
<b><u>EXAM 5 – Cumulative Final Exam-Wed., April 25, 2-3:50</u></b>		

**Special Accommodations:** If you are in need of any special accommodations, please be sure to talk to me so appropriate measures can be taken to meet your needs.

**Annoyances of Mass Distraction:** This section should not be needed (and is not needed for about 90% of you, and I thank you in advance). You are here to give your attention to this class. If I feel you are being annoying or a distraction, either to yourself, to other students, or to me as the instructor, I will ask you to leave. This includes the following:

I do not want to see a phone (or similar e-device). Turn it off and put it away. A phone on a desk, even if not being used or touched is not acceptable. This includes giving the appearance of using/checking a phone/device (trying to be sneaky, in other words).

Sorry, no laptops or similar electronic devices allowed for note taking or anything else.

I also find that when two students are continually talking throughout the class it is extremely annoying, distracting, and rude.

If you have a very legitimate reason for needing to have a device available, please talk to me ahead of time and get my approval.

**Academic Integrity:** This course is subject to the GVSU policies listed at <http://www.gvsu.edu/coursepolicies/>. The GVSU Student Code contains very strict policies for academic integrity and honesty. This includes policies on what constitutes cheating and plagiarism. I have no tolerance for either, so familiarize yourself with the policies if needed. Ignorance is not an excuse. Essentially, you are not permitted to use someone else's work or ideas without giving them credit. On a paper it would be plagiarism, on an exam (looking at their answers/exam or giving the appearance of looking at someone's exam in my judgment as instructor) it would be cheating. Cheating/plagiarism will result in a score of 0 for that particular exam/paper.

The materials presented in this class are copyright protected and may not be used without the express prior consent of the instructor. Intentional misuse of the intellectual property of another may subject the user to penalties up to and including dismissal.

GVSU Conditions of Use for University Computing/Technology Resources and Email Policy: Using university technology resources for commercial use is strictly prohibited. Such resources are to be solely used in conjunction with doing business for GVSU or purposes directly related to academic work. University email services shall not be used to send unsolicited commercial emails and such use may result in your account being disabled.

This syllabus is subject to change at the educated whim of the instructor.

**Professors' Pet Peeves** (a partial list)-from Lisa Wade, Ph.D., Sociological Images, Aug. 26, 2014.

1. Don't use unprofessional correspondence.
2. Don't ask if you "missed anything important" during an absence.
3. Don't pack up your things before the class is finished.
4. Don't ask a question about readings, assignments, or exams, until you check the syllabus first.

## ENRICHMENT ACTIVITIES: LEARNING ABOUT PSYCHOLOGICAL RESEARCH

Students are required to participate in activities designed to acquaint them with the nature and variety of research in psychology. Students must participate in *four* enrichment activities.

Two kinds of enrichment activities are available. *Option 1* involves participating in research studies, while *Option 2* involves reading and writing about papers that report research in scholarly journals.

### OPTION 1: PARTICIPATION IN PSYCHOLOGY EXPERIMENTS

#### Objective

The objective of this assignment is for you to gain direct experience with psychology research studies and what it is like to participate in them. In class, we shall discuss the social psychology of psychology research and how experimental designs take into account the expectations and beliefs of the participants. By participating in studies yourself, you can gain an understanding of the strengths and limits of psychological research. Psychology Department faculty and their research assistants perform the studies, all of which have been reviewed and approved by the university's Institutional Review Board.

#### Online Registration

To participate in studies, you must register on the *Study Scheduling System*, accessible from the Psychology Department website (<http://www.gvsu.edu/psychology/>). The vendor maintains a strict policy protecting privacy and confidentiality. (This policy is available for review in the Psychology Office.) Navigating the Study Scheduling System is straightforward, and if you need guidance, detailed instructions are available on the Psychology Department website.

#### Prescreening Survey

An on-line prescreening questionnaire is available during the first two weeks of the semester. Completing this survey counts as one Enrichment Activity. It will appear the first time that you log into the *Study Scheduling System*, and you can access it from your My Profile page. If you opt to complete the survey, plan to complete it in a single, one-hour sitting. Several of the studies taking place later in the semester determine eligibility according to the responses on the Pre-Screening Survey, so completing it may increase the number of studies you will be eligible to choose. (You may receive invitations based on the Pre-Screening responses.) The last date to participate in the prescreening survey is **Sunday, January 21<sup>st</sup>**.

#### Participating in Studies

Register for studies on the Study Scheduling System. Before you sign up to participate in a study, review any listed restrictions (for example, "left-handed people only"). If you sign up for a study and you do not meet the posted eligibility requirements, you will not receive credit for the study.

Arrive before the scheduled time, as studies start punctually. You will be given a description of what participating in the study will involve, and you will be asked for your consent before the study begins. If you then choose not to participate, you may leave without penalty. You can check to see that you have received credit by selecting My Schedule/Credits, where credits are typically posted within a week after you participate in a study.

If you sign up for a study but cannot attend, please cancel your session on-line.

### **Under 18?**

Special rules apply to students who are under 18. If you are 17 and regularly enrolled at GVSU, you can sign up for studies that allow regularly enrolled students that are under 18 to participate. This information can be found in the study's eligibility requirements. A parental consent form can also be filled out for studies that do not have this requirement. Please contact [psychlab@gvsu.edu](mailto:psychlab@gvsu.edu) to get this form. You will need a different parental consent form for each study that requires one. If you are under 18 and not regularly enrolled, please use *Option 2*.

If you have any questions, please contact the Lab Assistant, Jeff Nolan, at [psychlab@gvsu.edu](mailto:psychlab@gvsu.edu).

### **Need Help?**

If you need assistance registering for studies, please contact Jeff Nolan, who can be reached in the Psychology Department Office (2224 Au Sable Hall, 616.331.3262) or by sending an email to [psychlab@gvsu.edu](mailto:psychlab@gvsu.edu).

### **Option 1 Deadline**

The last day to participate in studies is **Tuesday, April 17<sup>th</sup>**.

## **OPTION 2: PAPERS ON EXPERIMENTS IN SCHOLARLY JOURNALS**

A second Enrichment Activity option is to read a selected journal article and then write a brief report on the article.

### **Summary of the Assignment**

Pick a current, empirical article from a psychological journal listed below. Read the abstract, introduction, and conclusions of the article and skim the remainder of it to understand the gist. You are not expected to understand the details of the article; your task is to understand the article's general thrust, content, and conclusions. Write a brief summary (as detailed below) to document your reading. *Be sure to use your own words. Do not copy or paraphrase the abstract or the paper.*

### **Objective**

This option, like the first, is intended to familiarize you with the nature and variety of psychological research. The objective is to broaden your understanding of psychological research and how it is conducted.

### **Selecting an Article**

Choose a current article published in 2016 or 2017 that reports an empirical study (i.e. one that is based on the collection of data). The large majority of the papers published in the journals listed below are suitable for this assignment, but a few are not. In particular, reviews, meta-analyses, and other comparisons of studies from separate researchers are not appropriate for this assignment. The article you read should have sections labeled "Methods" and "Results." Note that there are other journals, not acceptable for this assignment, which have misleadingly similar names. Make sure the title of the journal matches *exactly* one on this list:

Behavioral Neuroscience  
Developmental Psychology  
Experimental and Clinical Psychopharmacology

Health Psychology  
 Journal of Abnormal Psychology  
 Journal of Applied Psychology  
 Journal of Comparative Psychology  
 Journal of Consulting and Clinical Psychology  
 Journal of Counseling Psychology  
 Journal of Educational Psychology  
 Journal of Experimental Psychology: General  
 Journal of Experimental Psychology: Animal Behavior Processes  
 Journal of Experimental Psychology: Applied  
 Journal of Experimental Psychology: Human Perception and Performance  
 Journal of Experimental Psychology: Learning, Memory, and Cognition  
 Journal of Personality and Social Psychology  
 Neuropsychology  
 Psychological Science  
 Psychology and Aging

### **Finding the Journals**

The journals are available electronically through databases you can access through the GVSU Library website. Base your paper on the “full text” of the paper. You can watch a video showing how to access the journals by going to <http://libguides.gvsu.edu/psych> and then clicking on the *Recommended Journals* tab. Access the journals *only* through the GVSU Library, not other sources or websites, as such materials may be incomplete or from the wrong journal. Once you have located the journal article, select the “full text” version.

### **Documenting Your Reading**

Write a brief, double-spaced paper summarizing the article. The body of your essay should contain three sections, each between 100-300 words. Start each of the three sections with a heading, copying the exact words for each heading described below. No separate introduction or conclusion is required, simply answer the three questions. Under each heading write a well-organized paragraph that specifically addresses the question posed in the heading:

1. *What question or questions does the article address?*
2. *Why are the question(s) that the article addresses important ones to consider?*
3. *What answers does the article provide?*

### **The Paper Must Be Your Own Work and Written in Your Own Words**

At the core of Grand Valley State University's policy on plagiarism (described in the catalog and in the Student Code) is the principle that "[a]ny ideas or material taken from another source... must be fully acknowledged." This means that your paper must be written strictly in your own words, and it must acknowledge any ideas that you take from another source. Try to avoid quoting from the article, but if you must quote to make a point, take care that the phrases quoted are in quotation marks. All quoted phrases must be in quotation marks, even if the phrases are only two or three words long. Words or ideas borrowed from a source other than the target article should be acknowledged and completely referenced. If you submit a paper that violates this policy, you may receive a failing grade for the course.

### **Required Identifying Information**

At the top left-hand corner of the first page of your summary, on separate lines, put your name, your student number (G-number), your professor's name, and the date. Immediately below this, provide a full reference to the article, with the information in the following order: Names of all authors (last name, comma, initials), the year of publication (in parentheses), the exact title of the article, the full name of the journal, the volume number, and the page numbers. Here is a sample of a reference with the information in the proper order:

Lastname, F. and Othername, S.B. (2013) A study of titles of research reports. *Journal of Obscure Psychological Research*, 13, 93-108.

If the article you select has not yet appeared in print, instead of page and volume numbers, include the words "Advanced online publication. doi:" and then give the *doi* number. The *doi* number is typically found in the upper right hand corner of the first page of the full-text paper. This reference information must be complete and accurate for you to receive credit for the paper.

### **Copy of First Page of Journal Article**

To the back of your summary, staple a photocopy or printout of the first page of the full-text version of the article that you read. Make sure that the photocopy includes the exact name of the journal, the title of the paper, the volume number, the page numbers, and the abstract and first paragraph of the article. If you copy from the printed journal, all of the required information will usually be on the first page of the article, but if you download the "full text" version of the article from a library database, you may have to print several pages to make sure all the required information is present. If you select an article that has not yet been published in print version, volume and page numbers will typically not be available. In such cases, make sure the photocopy or printout you submit includes the *doi* number of the article, which is usually in the upper right hand corner of the first page of the full-text article.

### **Credit/No Credit Grading of Papers**

The papers will be graded on a Credit/No Credit basis. No partial credit will be given. Most papers that receive a failing grade are ones where the writer fails to follow the instructions. Double-check your paper before you submit it, to make sure it conforms *exactly* to all the rules described above.

### **Submitting Papers for Grading & Deadline**

*Option 2* papers can be turned in anytime during the semester. Consult your instructor for the last date when papers can be submitted.



This course is part of GVSU's General Education Program.

The goal of the program is to prepare you for intelligent participation in public dialogues that consider the issues of humane living and responsible action in local, national, and global communities.

The program is designed to increase your knowledge and skills in the following areas:

**Knowledge Goals:**

1. The major areas of human investigation and accomplishment—the arts, the humanities, the mathematical sciences, the natural sciences, and the social sciences.
2. An understanding of one's own culture and the cultures of others.
3. An understanding of how academic study connects to issues in the world.

**Skills goals:**

1. Written communication is the practice of creating and refining messages that educated readers will value.
2. Oral communication is the practice of effectively communicating verbally with a public audience across a variety of contexts.
3. Critical and creative thinking uses systematic reasoning to examine and evaluate ideas, leading to new ways of thinking or doing.
4. Information Literacy is the process of locating, evaluating, and using multiple forms of information.
5. Quantitative literacy is a competency and comfort in working with numbers.
6. Ethical reasoning is a decision-making process based on defining systems of value.
7. Collaboration is the process of working together and sharing the workload equitably to progress toward shared objectives.
8. Problem solving is the process of designing and evaluating strategies to answer open-ended questions or achieve desired goals.
9. Integration is the process of synthesizing and applying existing knowledge, past experiences, and other perspectives to new, complex situations.

Ensuring that undergraduate students receive a broad general education has been a primary goal of colleges and universities since their inception. In this era of increasing specialization and growing demand for professional expertise, it is vital that we continue to emphasize the value of general learning.

GVSU maintains that a complete education involves more than preparation for a particular career. A career occurs in the context of a life, and a sound general education helps one “make a life” as well as “make a living.” The university is committed to assuring that all undergraduate students, regardless of academic major, receive a broad education rooted in the arts and sciences.

Teaching in the liberal tradition is at the heart of Grand Valley's identity, and this focus is critical in our General Education Program. Liberal education transcends the acquisition of information; it goes beyond the factual to ask important evaluative and philosophical questions. Liberal learning holds the fundamental principles and suppositions of a body of knowledge up to inquiry, question, and discussion. It helps a person recognize the assumptions under which he or she operates and encourages the examination and questioning of those assumptions. Liberal learning begins in the General Education Program and continues through the more specialized studies comprising each student's major and minor areas of study.

*Grand Valley State University educates students to shape their lives, their professions, and their societies.*